



CARINGBAH HIGH SCHOOL

Get Blended: Engaging our Digital Natives

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What is Blended Learning?

“At its simplest, blended learning is the thoughtful integration of face-to-face learning experiences with online learning experiences.”

D. Randy Garrison, Heather Kanuka, Blended learning: Uncovering its transformative potential in higher education, The Internet and Higher Education, Volume 7, Issue 2, 2nd Quarter 2004, Pages 95-105, ISSN 1096-7516, DOI: 10.1016/j.iheduc.2004.02.001

Benefits of Blended Learning



Benefits of Blended Learning and Multiple Intelligences?



Principles for BL course design

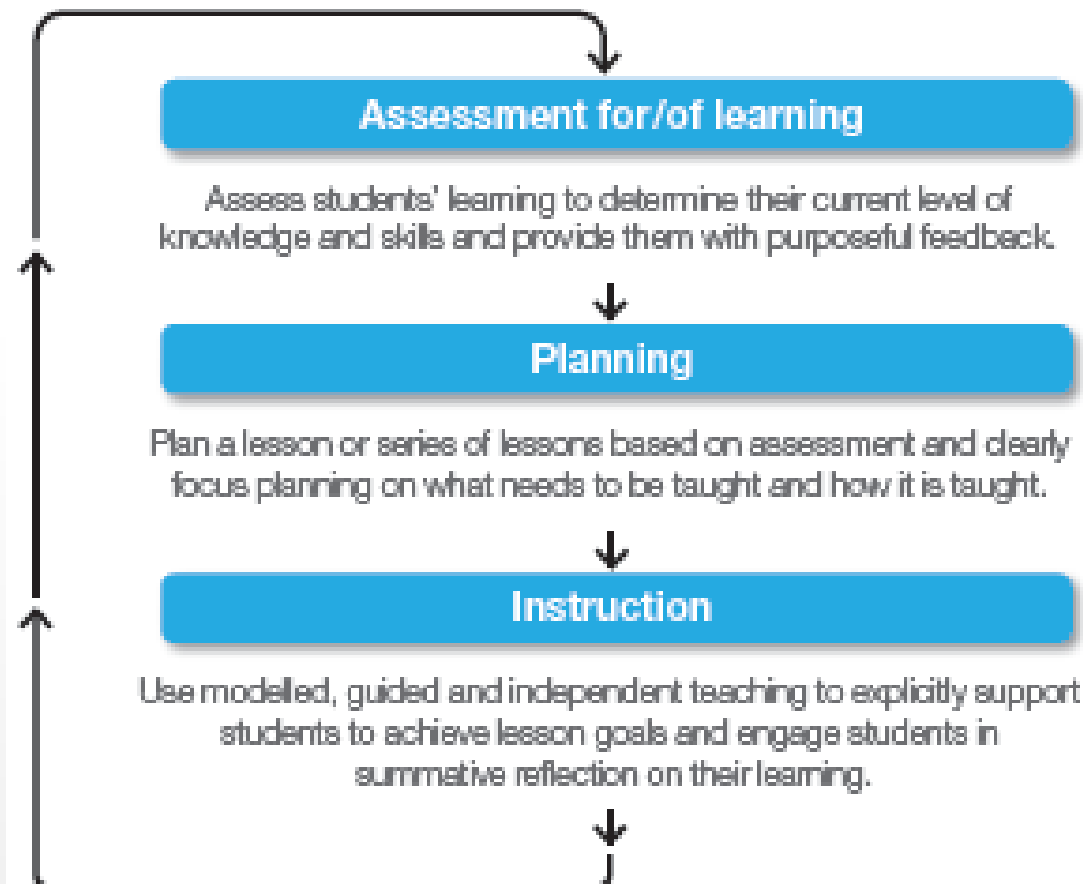
- Blended Learning is not an ‘add-on’ to an existing teaching approach
- It involves a “fundamental reconceptualisation & reorganisation of the teaching and learning dynamic”
- It is about “rethinking and redesigning the teaching & learning relationship”

(Garrison & Kanuka, 2004)

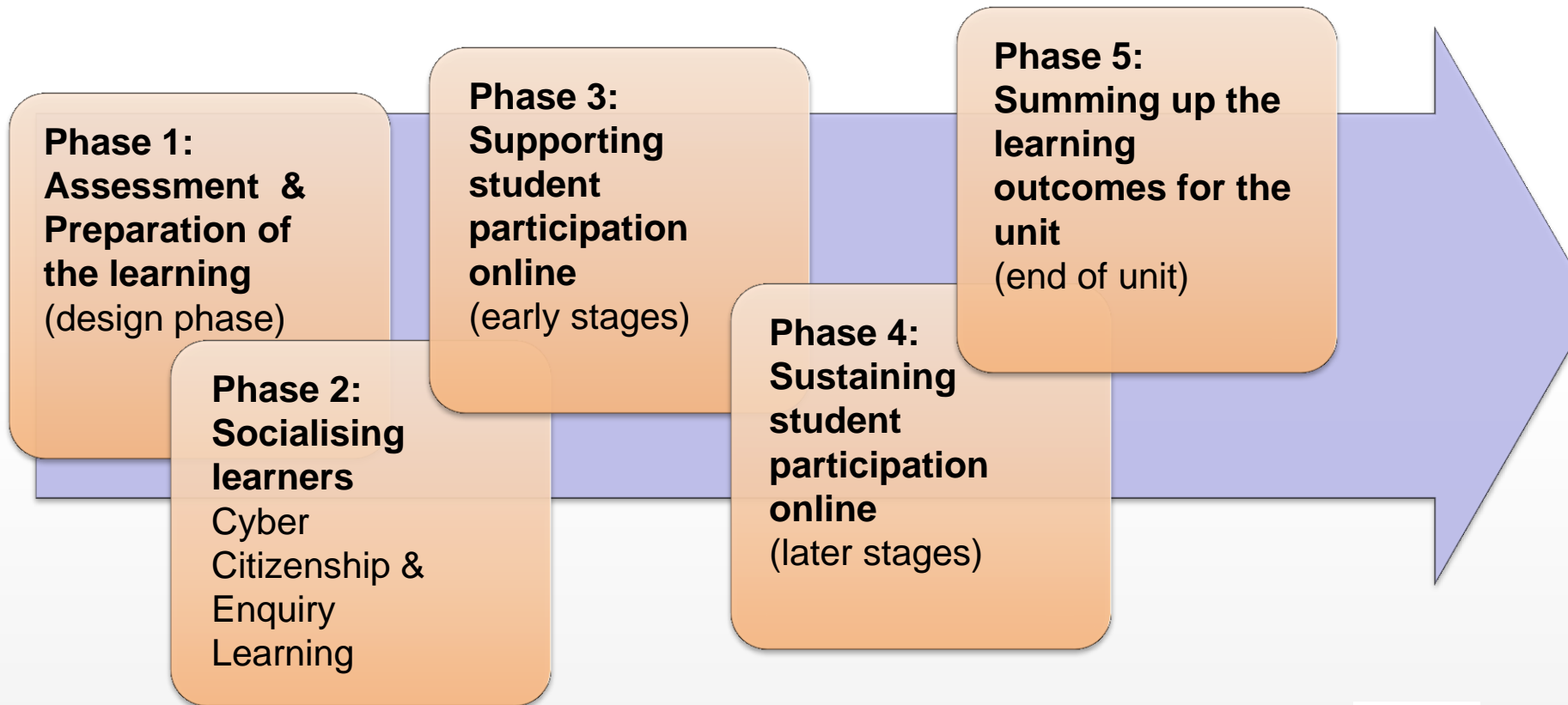


How to Blend?

A process for explicit and systematic teaching



How to Blend?



A black KitchenAid Artisan stand mixer is shown against a white background. The mixer has a stainless steel mixing bowl and a white pouring shield attached to the top. The brand name 'KitchenAid' and the model 'Artisan' are visible on the side of the motor head.



What's in the Blend?



- Blogs allow people to;

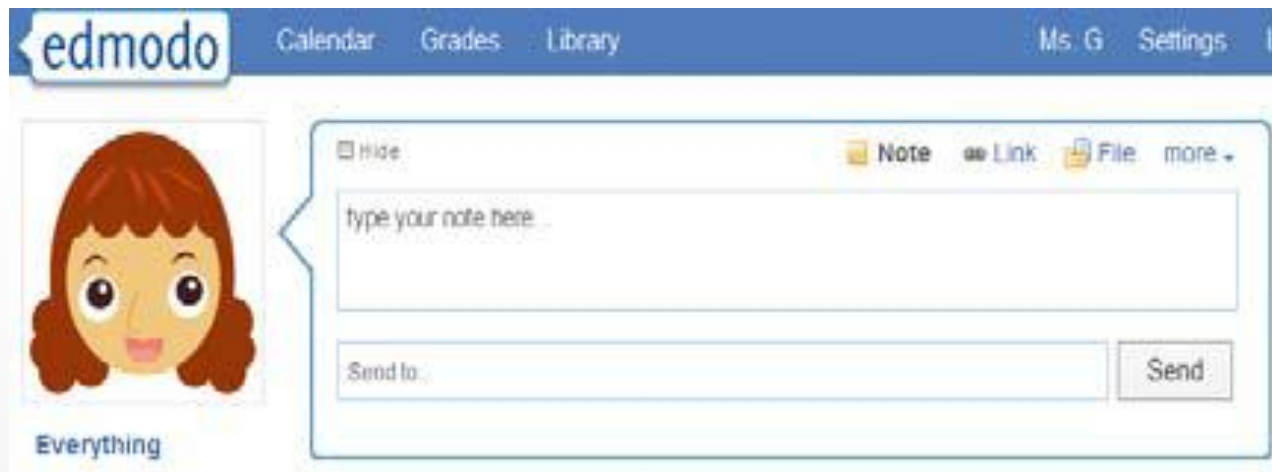
- WRITE
- REACT
- SHARE
- REFLECT
- COLLABORATE



What's in the Blend?



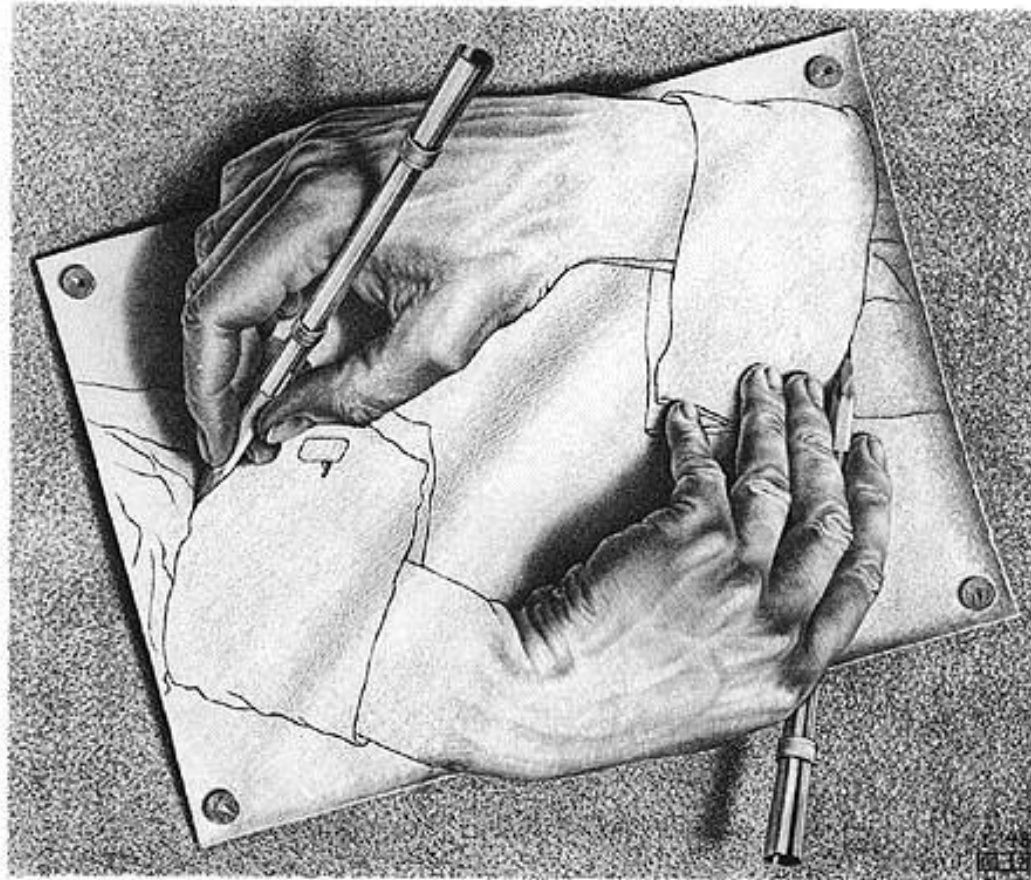
Social networking using Edmodo



What's in the Blend



Students as designers of their own learning.



Learning Design using LAMS

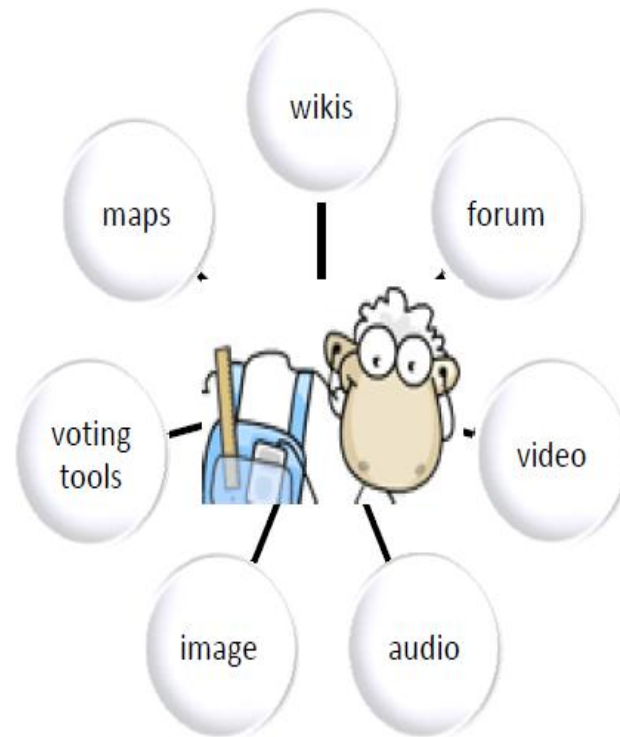
LAMS (Learning Activity Management System)

- allows the user to build reusable learning activities (lessons) and connect them together to become an activity sequence.
- learners are given an environment that they can focus and learn new knowledge while collaborating with others.

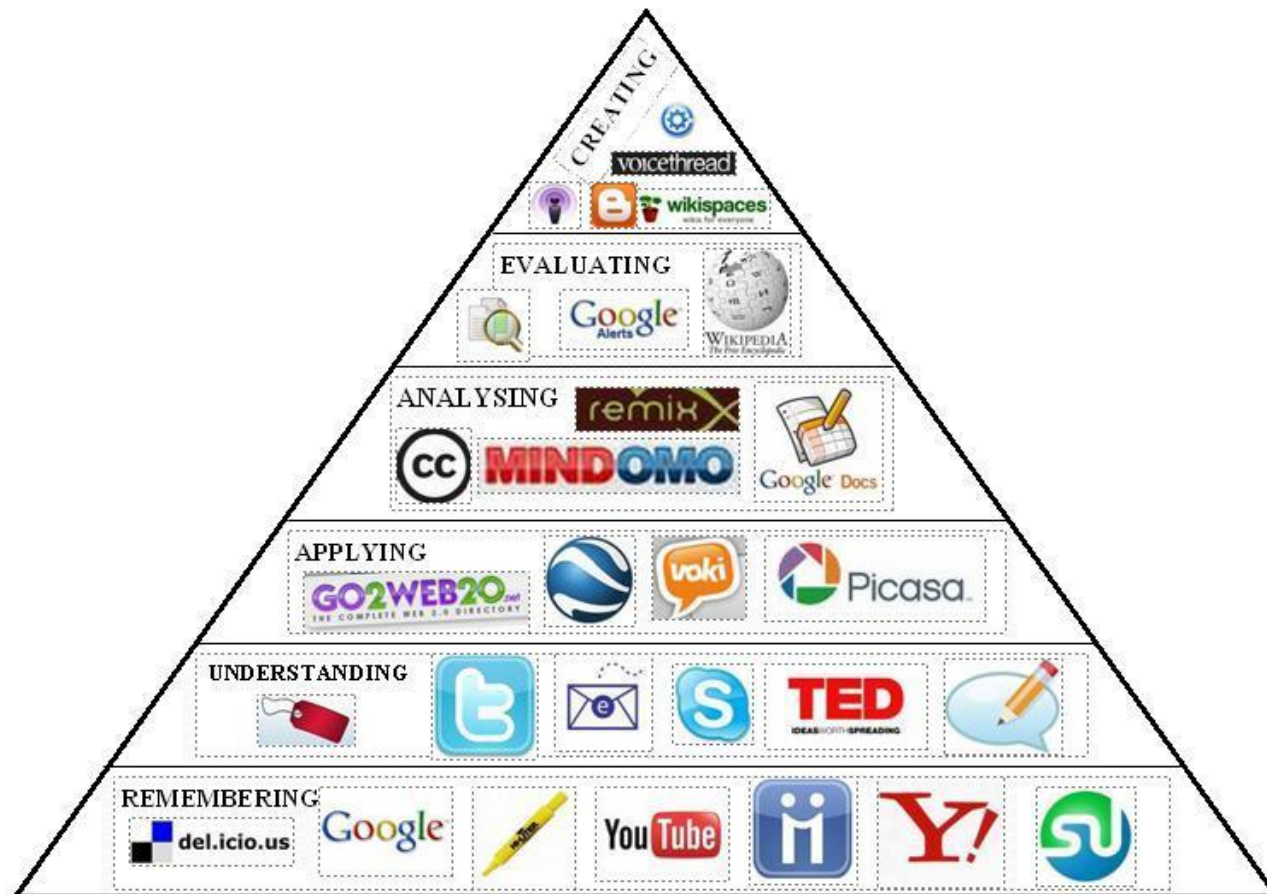


LAMS (Learning Activity Management System)

- Students are able to use LAMS to design learning sequences for their peers, create forums for discussion and create interactive and informative information products or narratives.
- LAMS would be a great next step for teachers who are familiar with social technology and/or effective learning design.



Add a touch of Blooms into the mix



M.Fisher 2009 digigogy.blogspot.com



Web2 blends

Xtranormal

Community Clips

Mindomo



DER Software

DER SOFTWARE FOR LEARNING GUIDE

Software	Learning Applications	How you could use in the classroom	Blooms Remember Understand Apply Analyse Evaluate Create	Good for investigating	Good for collaborating (easily shared, suitable for group work)	Good for presenting
	Description & use					
<u>Microsoft One Note</u>	Organisation of notes and resources	Bookwork, scaffold assignments, research clipping	LOWER LEVELS Remember Understand	YES Collect info by screen clipping internet pages and segments	YES Use live sharing collaborate in real time	NOT REALLY Better suited to collecting resources, text based writing
<u>Adobe Acrobat Pro</u>	Interactive PDFs, Digital Portfolios and digital marking	Documenting a process, units of work, interactive worksheets	MID LEVELS Understand Apply Analyse	NOT REALLY	SOMEWHAT Could use review tools to send changes back and forth	YES Excellent for presenting the process of creating
<u>SMART Notebook</u>	Interactive presentation software	Interactive presentations, quizzes, activity design	HIGH LEVELS when used as interactive presentation by students	SOMEWHAT Capture info pictures from web, store attachments	NOT REALLY	YES Easier than PowerPoint present creatively
<u>Adobe Captivate</u>	Software Simulation and quiz creation	Interactive presentations, quizzes, activity design	ALL LEVELS Mainly Understand Apply Create	NOT REALLY	NOT REALLY Unless creating group presentation	YES Show understanding, multimedia presentations
<u>Audacity</u>	Record and mix sound, add effects, create podcasts (mp3)	Radio interviews, news report, ads, Podcasts	HIGH LEVELS Analyse & evaluate to create a podcast	SOMEWHAT Could use to record thoughts & ideas verbally	YES Excellent to assign roles for radio production	YES Embed into blog for peer & real world assessment
<u>Adobe Premiere Elements</u>	Create and edit video and mashups	Photo Stories, short film creation, news style reports	HIGH LEVELS Apply Analyse Evaluate Create	NOT REALLY Unless used to capture footage with web cam	YES Excellent for assigning roles, teamwork	YES Present to <i>real</i> audience, embed in blog to share
<u>Microsoft Publisher</u>	Templates and tools for document publishing	Easy creation of newspaper articles, brochures, magazines	MID-HIGH Apply Analyse Evaluate Create	NOT REALLY	SOMEWHAT Can bring separate docs as one	YES Production of professional documents
<u>Microsoft Excel</u>	Enter data into cells, use formulas, create graphs	Organisation, Working out formulas, creating graphs	ALL LEVELS	YES Investigate cause & effect scenarios	YES Collate individual worksheets into workbook	YES The best software for presenting graphs
<u>Freemind</u>	Mind mapping, flow chart tool	Brainstorming, informal pre-test, concept organisation,	LOWER LEVELS Remember Understand Apply	YES Easy to map out main concepts of information	SOMEWHAT Could create a group mind map	YES Incorporate mind maps into PowerPoint



LEARNER MANAGEMENT SYSTEMS: MOODLE

Moodle is a software package for producing internet-based courses and web sites



eBackpack

[eBackpack](#) is an application that provides:

- teachers and students with **online personal file storage**
- a facility for teachers to create **online shared workspaces**.
- the ability for teachers and students to store and access (view, download, save or print) files in a secure environment via the DET Portal.



Get Blended with teacher professional development

- [Maang](#)
- [MyPL@DET](#) ([course](#) summary)
- VC conference ([Breakkie with a Teckkie](#)/BOS)
- (TIM)Technology Integration Matrix

Reflecting the blend using TIM

The Technology Integration Matrix (TIM) illustrates how teachers can use technology to enhance learning for all students.

- incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (i.e., reflective), authentic, and collaborative

(Jonassen, Howland, Moore, & Marra, 2003).

- associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation).



The Technology Integration Matrix (TIM)

		Levels of Technology Integration into the Curriculum				
the Learning Environment	Technology Integration Matrix	Entry The teacher uses technology to deliver curriculum content to students.	Adoption The teacher directs students in the conventional use of tool-based software. If such software is available, this level is the recommended.	Adaptation The teacher encourages adaptation of tool-based software by allowing students to select a tool and modify its use to accomplish the task at hand.	Infusion The teacher creates a learning environment that infuses the power of technology tools throughout the day across subject areas.	Transformation The teacher creates a rich learning environment in which students regularly engage in activities that would have been impossible to achieve without technology.
	Active Students are actively engaged in using technology as a tool rather than passively receiving information from the technology.	Indicator: Students use technology for drill and practice and computer based training.	Indicator: Students begin to utilize technology tools to create products, for example using a word processor to create a report.	Indicator: Students have opportunities to select and modify technology tools to accomplish specific purposes, for example using colored cells on a spreadsheet to plan a garden.	Indicator: Throughout the school day, students are empowered to select appropriate technology tools and actively apply them to the tasks at hand.	Indicator: Given ongoing access to online resources, students actively select and pursue topics beyond the limitations of even the best school library.
	Collaborative Students use technology tools to collaborate with others rather than working individually at all times.	Indicator: Students primarily work alone when using technology.	Indicator: Students have opportunities to utilize collaborative tools, such as email, in conventional ways.	Indicator: Students have opportunities to select and modify technology tools to facilitate collaborative work.	Indicator: Throughout the day and across subject areas, students utilize technology tools to facilitate collaborative learning.	Indicator: Technology enables students to collaborate with peers and experts irrespective of time zone or physical distances.
	Constructive Students use technology tools to build understanding rather than simply receive information.	Indicator: Technology is used to deliver information to students.	Indicator: Students begin to utilize constructive tools such as graphic organizers to build upon prior knowledge and construct meaning.	Indicator: Students have opportunities to select and modify technology tools to assist them in the construction of understanding.	Indicator: Students utilize technology to make connections and construct understanding across disciplines and throughout the day.	Indicator: Students use technology to construct, share, and publish knowledge to a worldwide audience.

Through explicit instruction, differentiating
and appealing to all 21st century learners.



Quality Teaching and Learning?

